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Perceptions of 2022 Library and Information Science Students on the Use of Artificial Intelligence (AI) in Completing Academic Assignments

Azzahra Fermi Putri & Nurizzati
Padang State University, Indonesia
putriazzahrafermi@gmail.com; nurizzati_2138@fbs.unp.ac.id

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Abstract

The rapid development of Artificial Intelligence (AI) in higher education has transformed how students access, manage, and use academic information. The use of AI in completing academic assignments has increased substantially because it is perceived to offer efficiency, convenience, and speed in learning activities. However, the increasing adoption of AI also raises concerns regarding technological dependency, information validity, and academic ethics. This study aims to analyze the perceptions of 2022 cohort students in the Library and Information Science Program at Universitas Negeri Padang regarding the use of AI in completing academic assignments. A quantitative approach with a descriptive research design was employed. The population consisted of 78 active students from the 2022 cohort, all of whom were selected as respondents using saturated sampling. Data were collected through a four-point Likert-scale questionnaire developed based on the Unified Theory of Acceptance and Use of Technology (UTAUT) framework, covering performance expectancy, effort expectancy, social influence, and facilitating conditions. The data were analyzed using descriptive statistics with the assistance of SPSS version 26.0. The findings reveal that students' perceptions

of AI utilization were categorized as very good, with an achievement level of 90.44%. Among the indicators, facilitating conditions obtained the highest average score of 3.74, followed by effort expectancy and social influence, each with a score of 3.67, while performance expectancy obtained a score of 3.58. These findings indicate that AI is perceived as capable of enhancing effectiveness, efficiency, productivity, and convenience in completing academic assignments. Social environments and technological infrastructure also support students' adoption of AI technologies. The study concludes that AI has become an important component of students' academic activities; however, its use must be accompanied by strong digital literacy, critical thinking skills, and academic ethical awareness to ensure responsible and meaningful utilization. These findings provide practical implications for higher education institutions in formulating ethical AI policies and strengthening technology-based learning systems.

Keywords: Artificial Intelligence; Student Perception; UTAUT; Academic Assignments; Digital Literacy

INTRODUCTION

The rapid development of information technology in the digital era has significantly transformed the way society accesses, manages, and utilizes information. Information is no longer merely perceived as a communication product; rather, it has evolved into a strategic resource that influences decision-making processes across various sectors, including education, economics, government, and social life (Lathifah, 2022). This transformation has been reinforced by the expansion of internet technology and digital systems that enable information to be distributed instantly without geographical limitations. Such conditions mark the emergence of the information society, in which information becomes a central component of everyday human activities (Sugiono, 2020). Within the context of higher education, digital transformation has encouraged a shift from conventional learning models toward technology-based learning systems that are more flexible, interactive, and integrated with digital platforms.

The advancement of digital technology is also characterized by the rapid growth of Artificial Intelligence (AI) as one of the most influential innovations in modern technological development. AI refers to computer-based systems designed to imitate human cognitive abilities, including thinking, analyzing, problem-solving, language

comprehension, and decision-making processes (Zhai et al., 2021). The emergence of AI has transformed the way individuals access and process information because this technology is capable of handling large volumes of data with high efficiency and speed. AI is no longer limited to industrial and business sectors but has increasingly been integrated into educational environments to enhance learning effectiveness and academic productivity among students (Yustiasari Liriwati, 2023).

In higher education, the use of AI has grown rapidly alongside students' increasing demand for fast, accurate, and accessible information. Universities and educational institutions have begun implementing AI in various forms, such as academic chatbots, adaptive learning systems, machine learning technologies, and generative AI applications like ChatGPT (Kalla et al., 2023). These technologies create new opportunities for supporting learning processes because they assist students in obtaining information instantly, generating ideas, improving academic writing, and conducting data analysis more efficiently. The integration of AI into education is also considered capable of enhancing learning effectiveness by providing personalized learning experiences tailored to users' characteristics and information behavior (Noviati & Belajar, 2022).

One of the most widely used AI applications among university students today is generative AI, particularly ChatGPT. This technology enables users to receive explanations, recommendations, and academic assistance through text-based instructions. The presence of ChatGPT has become a major phenomenon in education because it assists students in understanding lecture materials, organizing written arguments, translating texts, summarizing information, and generating creative ideas for academic assignments (Salmi & Setiyanti, 2023). Furthermore, the development of generative AI has fundamentally changed the interaction between humans and digital information because students are no longer limited to searching for information; they can now request AI systems to generate new content according to their academic needs.

Simultaneously, the development of AI has also influenced the field of Library and Information Science, which is closely associated with information management and information services. Digital transformation in libraries has encouraged the adoption of AI technologies to support information services, data management, information retrieval systems, and the development of intelligent digital libraries (Atika & Sayekti, 2023). Students of Library and Information Science represent one of the academic groups most

directly connected to technological advancements because they are required to possess digital literacy, information literacy, and technological competencies to support academic activities. Therefore, the use of AI in the academic activities of Library and Information Science students has become an important phenomenon that deserves comprehensive academic investigation.

Library and Information Science students utilize AI in various academic activities, including searching for scholarly references, managing citations, editing academic texts, and assisting with research data analysis. In practice, students commonly use applications such as Mendeley and Zotero to automate citation management and bibliography preparation (Nur & Hasibuan, 2022). In addition, AI technologies are used for grammar correction, spelling checks, plagiarism detection, text analysis, and data mining processes in academic research (Suntharalingam, 2024). These conditions indicate that AI has become an inseparable part of modern students' academic activities and learning processes within higher education institutions. The implementation of AI in education provides numerous benefits for students, particularly in improving learning efficiency and facilitating academic task completion. AI enables students to access information more quickly, thereby reducing the time required for reference searching and academic data processing (Ambarita & Hutabarat, 2025). This technology also assists students in understanding complex learning materials through simplified and interactive information presentation. Within higher education contexts, AI is considered an innovation capable of supporting independent learning and enhancing students' academic productivity (Rahmawati et al., 2025).

Nevertheless, the growing use of AI in education also raises several concerns that require serious attention. One major issue is students' increasing dependence on AI technologies for completing academic assignments. Students may rely excessively on AI as an instant solution without independently conducting analytical and evaluative thinking processes. Such conditions may potentially reduce students' critical thinking abilities because learning activities become overly dependent on automated systems (Kasman et al., 2025). Moreover, AI usage also raises ethical concerns related to plagiarism, academic manipulation, and declining originality in students' academic work due to excessive use of generative systems. Another emerging issue concerns the validity and accuracy of information generated by AI systems. Although AI can provide information rapidly, not all generated information can be guaranteed to be accurate because AI systems operate based on patterns derived from existing datasets rather than direct scientific verification

processes. Within academic contexts, this situation may create risks of misinformation when students use AI-generated content without verifying it through credible scholarly sources. Consequently, students' information literacy skills become an essential factor in determining the quality and appropriateness of AI utilization in academic learning.

Beyond academic implications, the use of AI also generates social and ethical concerns within higher education environments. Excessive dependence on AI technologies is feared to reduce students' intellectual engagement during learning processes because students may prefer automated systems over independent discussions and knowledge exploration (Anggraeni & Farida, 2025). Furthermore, AI usage raises concerns regarding data privacy because many AI applications collect user data as part of system development and optimization processes. If not managed properly, this condition may lead to data leakage and misuse of users' personal information. The phenomenon of AI usage among students is closely related to users' perceptions of the technology itself. Students' perceptions toward AI strongly influence how they utilize the technology in academic activities. Students with positive perceptions tend to view AI as a supportive tool that enhances learning effectiveness, whereas students with negative perceptions tend to regard AI as a threat to academic integrity and critical thinking skills (Mairisiska et al., 2023). These perceptions are influenced by several factors, including technological understanding, user experience, accessibility, perceived usefulness, and social influences within academic environments.

Within educational technology studies, user perceptions toward technology can be analyzed using the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT). The TAM explains that technology acceptance is influenced by perceived usefulness and perceived ease of use (Natasia et al., 2022). Meanwhile, the UTAUT model emphasizes that technology usage is influenced by performance expectancy, effort expectancy, social influence, and facilitating conditions (Abbad, 2021). These theoretical frameworks provide important foundations for understanding how students accept and utilize AI technologies in academic contexts. Several previous studies have demonstrated that AI implementation in education positively influences students' learning effectiveness. Research conducted by Noviati and Belajar (2022) revealed that AI utilization enhances learning effectiveness because the technology facilitates information retrieval and accelerates academic task completion. Other studies have also indicated that students perceive AI as a tool that simplifies knowledge access and

improves learning efficiency. Furthermore, research on AI acceptance shows that students generally display strong interest in using AI technologies when these technologies are considered useful and easy to use in academic activities (C et al., 2024).

However, most previous studies primarily focused on technology acceptance, learning effectiveness, and general AI implementation in higher education. Existing research has not extensively examined how Library and Information Science students perceive AI usage in completing academic assignments, particularly regarding social and ethical dimensions associated with the technology. In addition, previous studies generally investigated AI usage within broader higher education contexts without specifically addressing the characteristics of information science students who possess direct relationships with digital information management practices (Zahra, 2025). Based on these conditions, a significant research gap exists in studies concerning AI usage in higher education. The gap lies in the limited number of studies investigating Library and Information Science students' perceptions of AI comprehensively, particularly regarding AI utilization for academic assignments, perceived usefulness, and the social and ethical implications of AI usage. Previous studies have mainly emphasized technical aspects and effectiveness, while user perceptions and ethical implications in academic contexts remain relatively underexplored.

The novelty of this study lies in its specific focus on examining the perceptions of Library and Information Science students from the 2022 cohort regarding the use of AI in completing academic assignments by integrating aspects of AI utilization, perceived usefulness, social impacts, and ethical concerns into a unified analysis. This research also offers originality because it focuses specifically on information science students whose academic characteristics differ from students in other disciplines. Furthermore, this study combines perspectives of technology perception with concepts of information literacy and academic integrity, thereby providing a more comprehensive understanding of AI utilization within higher education contexts. Theoretically, this research employs concepts of technology perception and technology acceptance as analytical foundations for understanding students' views toward AI utilization. Perceived usefulness and perceived ease of use become important factors in explaining students' acceptance of AI technologies in academic activities (Widayanto, 2022). In addition, this study is supported by information literacy concepts that emphasize students' abilities to evaluate, verify, and critically utilize information within digital environments (Setyawan et al., 2025). Therefore,

AI utilization in education should not merely be viewed as a technological issue but also as a matter closely related to users' abilities to employ information ethically and responsibly.

This study is important because AI development in education is progressing rapidly and has the potential to influence future learning patterns among university students. Higher education institutions need to understand how students utilize AI technologies in order to formulate academic policies that are relevant to digital technological developments. Furthermore, this study is expected to provide insights into both the benefits and challenges of AI usage so that educational institutions can develop strategies for implementing technology that support learning processes without neglecting academic integrity. Based on the explanations above, this study focuses on examining the perceptions of students from the Library and Information Science Program, class of 2022, regarding the use of Artificial Intelligence in completing academic assignments. The study aims to analyze how students utilize AI, how they perceive its usefulness, and how they understand the social and ethical impacts of AI usage within academic environments. Therefore, the findings of this research are expected to contribute both theoretically and practically to the development of wise, critical, and ethical AI utilization in higher education institutions.

METHODS

This study employed a quantitative approach with a descriptive research design. The quantitative method was selected because the study aimed to measure students' perceptions of Artificial Intelligence (AI) as an information source in completing academic assignments through numerical data analyzed statistically. Quantitative research is grounded in the positivist paradigm and is commonly used to investigate specific populations or samples in order to obtain objective descriptions of particular phenomena. In this study, the descriptive approach was utilized to systematically portray the characteristics, usage patterns, and perceptions of students regarding the implementation of AI in academic activities. Through this approach, the study sought to explain how students utilize AI, the level of technology acceptance, and its influence on the effectiveness of academic task completion. The application of descriptive quantitative methods enabled the data to be processed objectively using statistical techniques, thereby producing measurable and systematic findings concerning the phenomenon under investigation.

The research design was developed based on the primary focus of the study, namely students' perceptions of AI usage in completing academic assignments among the 2022 cohort of the Library and Information Science Program at Universitas Negeri Padang. The study adopted the Unified Theory of Acceptance and Use of Technology (UTAUT) as the theoretical framework for constructing the research variables and indicators. The UTAUT model was considered appropriate because it specifically explains technology acceptance behavior, particularly toward emerging technologies such as AI, which has become increasingly integrated into higher education environments. The model emphasizes that technology acceptance and usage are influenced by four major constructs: Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions. Performance Expectancy refers to students' beliefs that AI can improve the effectiveness and quality of academic task completion. Effort Expectancy describes students' perceptions regarding the ease of using AI in academic activities. Social Influence reflects the extent to which peers, lecturers, and academic environments affect students' decisions to use AI. Meanwhile, Facilitating Conditions refer to the availability of technological support, infrastructure, and users' capabilities in utilizing AI effectively. These four indicators were directly associated with the principal variable of the study, namely students' perceptions of AI as an information source in completing academic tasks.

The participants of this study were active students of the Library and Information Science Study Program, Universitas Negeri Padang, from the 2022 cohort. The total population consisted of 78 active students. Due to the relatively small population size, the study employed a saturated sampling technique, also known as census sampling, in which all members of the population were included as research respondents. This technique was chosen to ensure comprehensive data representation and to enhance the internal validity of the study. The inclusion of the entire population enabled the researcher to obtain a more complete understanding of students' perceptions regarding AI usage in academic contexts. Furthermore, saturated sampling was considered suitable for descriptive quantitative research aimed at comprehensively portraying a phenomenon within a specific group. The research was conducted during the academic period of the thesis preparation process, covering several stages including instrument development, data collection, data processing, and statistical analysis over several months.

The primary research instrument used in this study was a questionnaire employing a four-point Likert scale. The scale consisted of four response categories: strongly agree,

agree, disagree, and strongly disagree, with scores ranging from 1 to 4. The questionnaire items were systematically developed based on the indicators derived from the UTAUT framework. The Performance Expectancy construct consisted of seven items, Effort Expectancy included five items, Social Influence contained four items, and Facilitating Conditions comprised four items. The questionnaire was designed to collect valid and reliable data regarding students' perceptions of AI utilization in academic task completion. Prior to data collection, the instrument underwent validity and reliability testing procedures. Validity testing was conducted using Pearson's Product Moment correlation formula to determine the extent to which each item accurately measured the research variables. An item was considered valid if the calculated correlation coefficient exceeded the critical value of the correlation table. Subsequently, reliability testing was performed using Cronbach's Alpha coefficient with the assistance of SPSS version 26.0 software. The instrument was considered reliable when the Cronbach's Alpha value exceeded 0.60, indicating acceptable internal consistency among respondents' answers.

Data collection was conducted through two principal techniques: interviews and questionnaires. Interviews were employed during the preliminary stage of the study to obtain an initial understanding of how students used AI in completing academic assignments. Several students from the Library and Information Science Program participated in the interviews to help identify relevant issues and research phenomena. Following the preliminary stage, the primary data collection process was conducted through the distribution of structured questionnaires to all respondents. The questionnaires were distributed systematically in accordance with the research indicators that had been established previously. In addition to primary data obtained directly from respondents, this study also utilized secondary data derived from academic books, scholarly journals, research articles, and credible online sources related to AI implementation in education and information technology. The use of secondary data was intended to strengthen the theoretical foundation and support the interpretation of research findings.

The collected data were analyzed using descriptive statistical techniques. The initial stage of analysis involved data checking to ensure the completeness and accuracy of respondents' answers while minimizing potential errors in questionnaire completion. Subsequently, the data were tabulated into tables to facilitate statistical processing. Data tabulation included the calculation of frequencies, percentages, mean scores, and standard deviations for each research indicator. The study also applied interval scale categorization

to determine students' perception levels regarding AI usage. These categories were classified into very poor, poor, good, and very good based on predetermined score intervals. Following tabulation, the data were interpreted descriptively to provide a comprehensive explanation of students' perceptions regarding AI utilization in academic task completion. The results were then discussed narratively in the discussion section by linking the empirical findings with the UTAUT theoretical framework adopted in the study. Finally, conclusions were drawn based on the analyzed data in order to provide a comprehensive understanding of students' perceptions of AI as an information source in completing academic assignments.

RESULTS

1. Data Answer Respondents

Table 1. Data Answer Respondents

Score (S)	Frequency (F)	(S) x (F)
4	1125	4,500
3	348	1044
2	13	26
1	74	74
Σ	1560	5644
Ideal Score	5 x 25 x 78 =	9,750
Achievement Level	5644/6240 =	90.44%

source: Compiled by the researcher (2026)

Table 1 presents the respondents' answer data based on the Likert scale scores. The findings show that the total score obtained from respondents was 5,644 out of the ideal score of 6,240, resulting in an achievement level of 90.44%. This indicates that students' perceptions toward the use of Artificial Intelligence (AI) in completing academic assignments were categorized as very good.

2. Recapitulation of Respondents' Answers

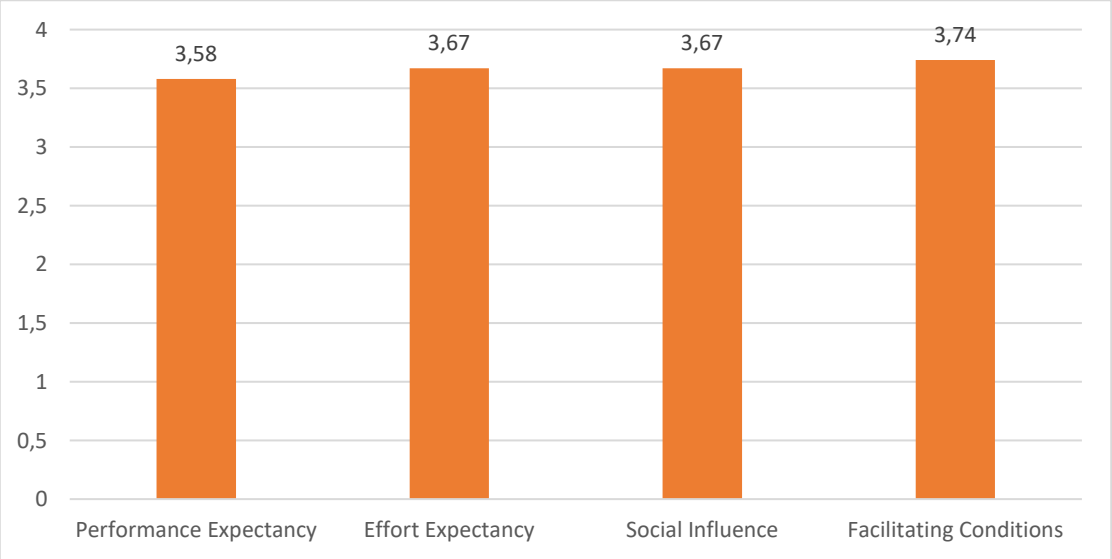

Figure 1. Recapitulation of Respondents' Answers

Figure 1 presents the recapitulation results of students' perceptions toward the use of Artificial Intelligence (AI) in completing academic assignments. The findings indicate that the facilitating conditions indicator obtained the highest average score of 3.74, followed by effort expectancy and social influence with average scores of 3.67, while performance expectancy obtained an average score of 3.58. Overall, the results demonstrate that students have positive perceptions toward the use of AI in academic activities.

DISCUSSION

The findings of this study reveal that students of the Library and Information Science Program, Class of 2022, at Universitas Negeri Padang demonstrated a highly positive perception toward the utilization of Artificial Intelligence (AI) in completing academic assignments. The overall achievement score of 90.44% indicates that AI has become an increasingly accepted and integrated technological tool within students' academic activities. This result reflects not only the rapid diffusion of AI technologies in higher education environments but also the growing dependence of university students on digital technologies to support learning processes, information retrieval, academic writing, and task completion. The findings suggest that AI is perceived as a practical and efficient

instrument capable of improving students' academic performance and productivity. In the context of higher education transformation in the digital era, this study confirms that AI technologies are no longer viewed as supplementary innovations but are gradually becoming part of the academic learning ecosystem itself.

The positive perception demonstrated by students may also be interpreted as evidence of changing learning behaviors among contemporary university students. Students increasingly prioritize efficiency, accessibility, and speed in completing academic tasks, and AI technologies provide solutions that align with these expectations. The integration of AI into academic activities reflects broader technological developments within the educational sector, where digital literacy and technological adaptation have become essential competencies. In this regard, the findings support the Unified Theory of Acceptance and Use of Technology (UTAUT), which explains that technology acceptance is strongly influenced by users' perceptions regarding usefulness, ease of use, social encouragement, and facilitating conditions. The study confirms that these four dimensions significantly contribute to students' acceptance and utilization of AI in academic contexts.

The first dimension, performance expectancy, obtained an average score of 3.58, categorized as very good. This result indicates that students strongly believe that AI contributes positively to the improvement of academic performance and task completion. Students perceived AI as beneficial for producing better assignment outcomes, accelerating task completion, improving productivity, enhancing confidence in academic work, and facilitating scientific article summarization. Such findings demonstrate that AI is perceived not merely as a technological novelty but as a functional academic support system capable of assisting students in managing academic workloads more efficiently.

The findings suggest that students recognize AI as an instrument that reduces cognitive and procedural burdens during the learning process. The ability of AI tools to generate summaries, provide explanations, assist in idea generation, and organize information allows students to complete assignments more effectively within limited timeframes. In academic environments characterized by increasing workloads and tight deadlines, AI becomes an attractive solution for students seeking academic efficiency. This condition explains why the statement regarding AI assistance in obtaining better academic grades received a very good level of agreement among respondents. The findings align with Abbad (2021), who emphasized that perceived usefulness significantly influences students'

intention to adopt educational technologies. Similarly, Honig et al. (2025) reported that students are more willing to adopt generative AI tools when they perceive these technologies as capable of improving learning performance and productivity. Therefore, the present study confirms previous findings while expanding the discussion into the context of Library and Information Science students. Unlike previous studies that mainly focused on engineering, business, or general educational contexts, this research demonstrates that students in information-related disciplines also perceive AI as highly beneficial for academic activities involving information management, literature review, and knowledge organization.

However, despite these positive perceptions, the findings also indicate potential academic concerns related to excessive reliance on AI technologies. Several students reported increased confidence in their assignment outcomes after using AI tools. Although this may reflect improved academic self-efficacy, it may simultaneously signal the emergence of dependency on automated systems. If students rely excessively on AI-generated outputs without engaging in critical evaluation and independent analysis, the educational process may shift from active knowledge construction to passive technological dependence. Consequently, the study highlights the importance of balancing AI utilization with the development of critical thinking, academic integrity, and reflective learning practices. The second dimension, effort expectancy, obtained an average score of 3.67, indicating that students generally perceive AI systems as easy to learn and operate. Most respondents agreed that AI interfaces are intuitive, understandable, and accessible even for beginner users. Furthermore, many students stated that they could independently use AI features without requiring assistance from others. These findings indicate that ease of use plays a substantial role in accelerating AI adoption among university students.

The good level of technological familiarity demonstrated by respondents reflects the characteristics of digitally literate student populations. Contemporary university students are increasingly accustomed to interacting with digital platforms, mobile applications, and online learning systems. As a result, the integration of AI technologies into their academic routines occurs relatively smoothly. This finding supports Ibrahim et al. (2024), who argued that perceived ease of use significantly affects students' willingness to adopt AI-based technologies. Similarly, Hakimi and Jaafar (2024) identified effort expectancy as one of the most influential determinants of AI acceptance in higher education institutions. The findings also suggest that AI technologies have undergone a

process of simplification and user-centered development, making them more accessible to non-technical users. Unlike earlier technological systems that often required specialized expertise, modern AI applications are designed with conversational interfaces and intuitive functionalities that reduce operational complexity. Consequently, students can quickly adapt to AI usage without substantial technical training. This condition contributes to the rapid normalization of AI use in educational settings.

Nevertheless, the convenience associated with AI utilization also introduces important pedagogical challenges. When students perceive AI as extremely easy and practical, they may become inclined toward instant solutions rather than engaging in deeper analytical processes. The risk of superficial learning may increase if students prioritize efficiency over comprehension. Therefore, educational institutions should ensure that AI technologies are integrated as complementary learning tools rather than replacements for intellectual engagement and cognitive development. Students should be encouraged to critically evaluate AI-generated information, verify data accuracy, and maintain active participation in the learning process.

The third dimension, social influence, obtained an average score of 3.67, indicating that students' perceptions and usage of AI are strongly shaped by their social and academic environments. Respondents acknowledged that AI usage has become a common trend among students in the Library and Information Science Program. Additionally, peer encouragement and lecturer expectations contributed to the normalization of AI usage in academic activities. These findings demonstrate that technology adoption is influenced not only by individual preferences but also by collective social norms and institutional cultures. Within the UTAUT framework, social influence refers to the extent to which individuals perceive that important others believe they should use a particular technology. In this study, students reported that AI usage is socially accepted and even expected within their academic environment. Such perceptions contribute to the formation of collective behavioral patterns in which AI utilization becomes integrated into routine academic practices. These findings support C et al. (2024), who found that peer influence and social norms positively affect students' intention to use ChatGPT in educational contexts. Similarly, Kasman et al. (2025) argued that supportive academic cultures facilitate the acceleration of AI adoption in higher education institutions. In the present study, the perception that AI usage has become a "trend" among students illustrates the emergence

of a digitally oriented academic culture characterized by technological adaptation and collaborative learning practices.

However, the normalization of AI usage through social influence also raises ethical considerations. Students may feel pressured to use AI technologies merely because their peers are doing so, even when they may not fully understand the ethical implications or limitations of AI-generated content. The widespread acceptance of AI may unintentionally contribute to practices such as plagiarism, academic dishonesty, or overdependence on automated systems. Therefore, universities must establish clear ethical guidelines and promote responsible AI practices within academic communities. Academic institutions should emphasize that AI is intended to support learning processes rather than replace original thinking and scholarly effort.

The fourth dimension, facilitating conditions, achieved the highest average score among all indicators, with a value of 3.74. This finding indicates that students perceive the availability of technological infrastructure and institutional support as adequate for AI utilization. Most respondents agreed that they possess sufficient internet access, compatible digital devices, storage systems, and technical support to use AI effectively in completing academic assignments. This result demonstrates that technological readiness plays a crucial role in enabling AI adoption within higher education environments. Without adequate infrastructure, even highly beneficial technologies may fail to achieve widespread utilization. The findings support Hussain and Khan (2025), who emphasized that institutional support and infrastructure availability significantly influence AI acceptance in academic settings. Similarly, Adolfvitto and Reza (2025) concluded that the successful implementation of AI in education depends heavily on the availability of technological resources and digital accessibility. The strong facilitating conditions identified in this study indicate that students are operating within a relatively supportive technological environment. Access to stable internet connections, smartphones, laptops, and digital storage systems enables students to integrate AI into their daily academic routines. Furthermore, the availability of technical assistance contributes to reducing operational barriers and enhancing students' confidence in using AI tools.

From a theoretical perspective, this study strengthens the applicability of the UTAUT framework in explaining AI acceptance within higher education contexts. The four dimensions of UTAUT—performance expectancy, effort expectancy, social influence,

and facilitating conditions—collectively explain students' positive perceptions toward AI utilization. The findings also contribute to the growing body of literature on AI acceptance by focusing specifically on Library and Information Science students, a relatively underexplored academic population in previous research. Practically, the findings provide important implications for higher education institutions, educators, librarians, and policymakers. Universities should establish comprehensive guidelines regarding ethical AI usage, including disclosure requirements, academic integrity standards, and limitations of AI utilization in assignments. Educational institutions should also integrate AI literacy programs into academic curricula to help students critically evaluate AI-generated information and understand the ethical implications of technological dependence.

Additionally, librarians and information professionals may utilize AI technologies to support information literacy development, reference management, digital archiving, and academic information services. Since Library and Information Science students are future information professionals, their familiarity with AI technologies may contribute positively to the modernization of information services and digital knowledge management practices. Despite its contributions, this study has several limitations. First, the research was limited to students from a single academic program at Universitas Negeri Padang, restricting the generalizability of the findings to broader educational contexts. Second, the descriptive quantitative approach used in this study primarily captured general perceptions rather than exploring students' deeper experiences, motivations, and concerns regarding AI usage. Third, the study focused on perceived acceptance rather than measuring the actual impact of AI on academic achievement, critical thinking ability, or learning quality. Future studies are therefore recommended to employ mixed-method or qualitative approaches to obtain more comprehensive insights into the educational implications of AI integration. In conclusion, this study demonstrates that Artificial Intelligence has become an important component of students' academic practices within higher education environments. Students' highly positive perceptions toward AI indicate that the technology possesses substantial potential to improve learning effectiveness, academic productivity, and information management processes. However, the increasing integration of AI into academic activities must be accompanied by strong ethical awareness, critical thinking development, and digital literacy enhancement to ensure that technological advancement contributes positively to meaningful and responsible education.

CONCLUSION

Based on the results of the study, it can be concluded that the perceptions of the 2022 students of the Department of Information and Library Science toward the use of Artificial Intelligence (AI) in completing academic assignments are categorized as very good, with an achievement score of 90.44%, and this study employed a quantitative approach using the Unified Theory of Acceptance and Use of Technology (UTAUT), which measures four main indicators, namely performance expectancy, effort expectancy, social influence, and facilitating conditions, where the findings reveal that the performance expectancy indicator obtained an average score of 3.58, the effort expectancy indicator obtained an average score of 3.67, the social influence indicator obtained an average score of 3.67, and the facilitating conditions indicator obtained the highest average score of 3.74, all of which fall within the interval scale of 3.25–4.00 and are categorized as very good, indicating that Artificial Intelligence (AI) plays an effective role in assisting the 2022 students of the Department of Information and Library Science at Padang State University in completing their academic assignments; therefore, it is recommended that students utilize AI appropriately to support understanding of learning materials, generate ideas, summarize information, and improve learning quality without becoming overly dependent on it so that critical thinking skills can continue to develop, while also verifying information generated by AI, improving digital literacy skills, managing time effectively, and understanding that AI functions as a supporting tool rather than a replacement for human thinking, and educational institutions are also encouraged to guide students in using AI ethically and responsibly by establishing clear regulations regarding the permitted use of AI, limitations in academic assignments, and the obligation to disclose the use of AI in academic work in order to prevent academic misconduct, while future researchers are advised to examine other variables that may influence the use of Artificial Intelligence (AI) in completing academic assignments, such as digital literacy, learning motivation, attitudes toward AI, peer influence, social support, and academic stress, so that more comprehensive findings can be obtained.

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